# Activities for Family

## Go Fish

Students create cards with a family word and an illustration of the family word.  They then play Go Fish.   The class is divided into groups of four.  One person deals five cards to each member of the group and the extra cards become the draw pile.  Members of the group ask for the family cards from the other group members until they collect sets of three or four.
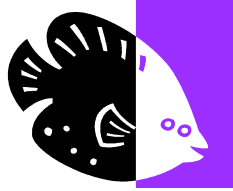
## Create a Family Tree

Students can create family trees either of their real family or an imaginary family.

## Family Photos

Students bring photos of their family or an imaginary family that they wish they had, and then tell about the family in the target language.  This activity can be done at any level. First year students can simply identify the family members, and students at upper levels can describe and give other information about each family member.

## Ma Grande Famille

This is a fun song from *Sing, Dance, Laugh and Eat Quiche 2.*

# Family Questions

Ask students the following questions.  The questions are written with the words in French, but the teacher may substitute in any other target language.  Also, students may ask each other these questions, or each student can be given a question and then survey the rest of the class and report the results using some type of graph.

1. What is the name of your **père** (father)?  (*pear*)
2. What is the name of your **mère** (mother)?  (*mehr*)
3. How many **frères** (brothers) and **sœurs** (sisters) do you have? (*frehr*) (*surr*)
4. What are the names of your **frères** and **sœurs**?
5. Where do your **grand-mère** (grandmother) and your **grand-père**(grandfather) live? (*grawng mehr*)  (*grawng pear*)
6. What do you like most about visiting your **grand-mère** and **grand-père**?
7. What is the name of your favorite **cousin** (boy cousin)or **cousine** (girl cousin)? (*coozang*) (*coozeen*)
8. What do you like to do when you visit you **oncles** (uncles) and **tantes** (aunts)? (*awngleuh*) (*tahngt*)
9. Do you have a **belle-mère** (step mother) or a **beau-père** (step father)? (*bell-mehr*) (*bo-pehr*)
10. Do you have any **demi-frères** (half brothers) or **demi-sœurs** (half sisters)? (*deuhmee-frehr*) (*deuhmee-surr*)

# Characteristics

For each of the following people write a characteristic:  physical, intellectual or emotional.  The people should be listed in the target language, and the students may write the characteristics in either the target language or in English.

| Person | Characteristic |
|---|---|
| (Mother)  **la mère** | |
| (Father) **le père** | |
| (Sister)  **la sœur** | |
| (Brother)  **le frère** | |
| (Grandmother or Grandfather) **la grand-mère ou le grand-père** | |
| (Favorite Cousin)  **le cousin favori la cousine favorite** | |
| (Favorite aunt or uncle)  **la tante favorite l'oncle favori** | |

## Comic Family Tree

Create a tree out of construction paper. Cut out comic figures to represent your family members. Glue these on your tree. Include at least 10 different people / pets. Label your family members with their first names and their relationships to you in the target language. Decorate your tree.

## Target Language Bee

Play like a spelling bee. Students translate given family words into the target language and then spell them.

## Charades

Students play charades by acting out activities the various family members might do. An example would be mowing the lawn, and the students would guess father in the target language.

French Language Sample Unit Plan

Activity Sequence

Stage One:  Preproduction or Silent Period (Day 1)
The teacher shows visuals that represent a father, mother, grandfather, grandmother, son and daughter while modeling the phrase in French that represents each visual.  Review several times.
1.  Visual of father - "**C'est le père**."
2.  Visual of mother – "**C'est la mère**."
3.  Visual of grandfather – "**C'est  le grand-père**."
4.  Visual of grandmother – "**C'est la grand-mère."**
5.  Visual of son –"**C'est le fils**."
6.  Visual of daughter – "**C'est la fille**."

TPR (Total Physical Response) (Day 1)
1.  Place the family visuals on the chalkboard, wall, etc. Demonstrate the meaning of the French command word "**Touchez**"(pl)(*too-shay)* For example, say "**Touchez la grand-mère."** And touch the visual of the grandmother.  Model the "**Touchez**" command with the remaining family members.  (One person would be "**Touche".)(***too-sheuh)*
2.  (Day 2)  Review by repeating Day 1 procedures.  Next, ask a pair of students to come to the front of the room and point to the family member according to the command given by the teacher.  Ex. "**Touchez le fils."** Continue practicing the family members until all children have had a turn to identify the family members. (Note:  A class set of the family visuals could be made so all the students at their desks could practice the vocabulary simultaneously with the pair of students at the front of the room.

Charades (Day 3)  After a brief review, the teacher does the following steps:
1.  The teacher says one of the family phrases and does an appropriate action to represent the phrase.  For example, mow the lawn for dad, jump rope for daughter etc.  The teacher models the phrase and action until all family members have practiced.
2.  The students do the actions and phrases with the teacher.
3.  The teacher says the family phrase in French while the students do the action.

Stage 2:  Early Speech Production – Yes-No Questions (Day 4)
The teacher calls six students to the front of the room and gives each student one of the family members.  The teacher points to one of the visuals a child is holding and asks "**Est-ce** _____(family member in French)(*S-ceuh)*" "**Oui ou non?"** If the statement is true, the students respond with "**Oui."**  If the statement is false the students respond with "**Non."**  Continue until all students have had a turn.

Either-Or Questions (Day 5)
The teacher holds up one of the family visuals and asks an either-or question

regarding what the visual represents.  The students answer with the appropriate family member phrase.  For example:  The teacher holds up the visual of the grandmother and asks, "**Est-ce le fils ou la grand-mère?"** The students should answer with "**C'est la grand-mère**."

Single Word Answers (Day 6)
1.  The teacher calls six students to the front of the room and gives each student one of the family members.
2.  The teacher asks, "**Qui a** _____(family member in French)(*key-ah)*?"  The students answer with the name of the student who is holding the appropriate family visual.  Continue practicing until all students have had a chance to participate.

Stage Three – Speech Emerges (Day 7)
1.  The teacher holds up the family visuals and the students identify each in French.
2.  The students identify the family members in French from their Family Pictures stories.
3.  The students construct a family tree identifying their father, mother, and grandparents.  The students tell a partner in French who each of the family members are.

Games – Play games such as "**Mémoire" (**Memory)(*may-mawhr)* to practice the French family vocabulary.